

Workforce development

What actions are planned or recommended to improve the state's workforce system?

Recommendations from Washington Learns
and Next Washington

Agency action plans and proposals
(SBCTC action plans appear in 'results' section)



Washington Learns: Key recommendations for workforce development

- Expand training of early education teachers and child-care providers
- Strengthen and expand math and science education
- Expand conditional scholarships and alternative certification for future K-12 math and science teachers
- Give students better information and assistance to identify post-secondary education opportunities
- Provide scholarships and improve completion rates for first-in-the-family college students
- Integrate basic skills training into job training courses and programs
- Expand high-demand programs in public and private colleges
- Support partnerships to identify and close regional workforce skill gaps
- Expand financial aid for low-income working adults who attend college part-time
- Create P-20 council to improve accountability and track progress to long-term goals
- Develop 10-year plan to expand public and private college enrollments and degree production, especially in high-demand academic and career fields

Next Washington: Key recommendations for workforce development

- Increase opportunities for post-secondary education and training
- More public-private partnerships to support training in high-demand fields
- Streamline the workforce training system
- Expand university research capacity
- Align economic development and workforce training at the regional level

The Economic Development Commission and the Workforce Board were challenged in the Next Washington plan to:

- Review and make recommendations to improve local and regional collaboration, and to better integrate education and training strategies into the state's economic development agenda,
- Look at existing workforce boundary designations and recommend new boundaries if necessary,
- Recommend new funding options to improve the regional alignment of workforce and economic development policies and programs, and
- Recommend new initiatives to promote regional economic development.

What's Happening Now?

- The commission and WTECB have convened a subcommittee that includes representatives of CTED, HECB, WTECB and the community and technical colleges.
- By December 2006, the subcommittee will:
 - Review regional boundaries for state and federal workforce and economic development areas,
 - Identify current collaboration at the state level, and
 - Survey partners around the state to learn where local collaboration can be improved.
- By September 2007, the subcommittee will:
 - Convene a broader group of participants to review information and survey results, and
 - Develop recommendations as called for in the Next Washington plan.



STATE OF WASHINGTON
DEPARTMENT OF COMMUNITY,
TRADE AND ECONOMIC DEVELOPMENT

ED Commission

- Provides strategic direction to CTED on economic development policies and programs
- Nine business and labor leaders appointed by the Governor:
 - **Connie Bacon**, Port of Tacoma
 - **Rick Bender**, Washington State Labor Council and WTECB
 - **Jack Breese**, Washington Advisory Group
 - **Melanie Dressel**, Columbia Bank
 - **Bill Grinstein**, Battelle (retired) and HECB
 - **Mack Hogans**, Mack Hogans, LLC
 - **Steve VanAusdile**, Walla Walla Community College
 - **Roger Knutzen**, Knutzen Farms
 - **D. Michael Reilly**, Lane Powell



The Workforce Board's action plan for closing the supply-demand gaps

Ten opportunities for the workforce development system (from “High Skills, High Wages 2006: Washington’s Strategic Plan for Workforce Development,” a 2-year plan)

1. Increasing high school graduation rates (Leads: OSPI, WTECB, Employment Security, Workforce Development Councils; Recommended by WA Learns)
2. Expanding the availability of career pathways that span secondary and postsecondary education and training (Lead: OSPI; Recommended by WA Learns).
3. Increasing postsecondary training capacity (Leads: Governor, Legislature, SBCTC; Recommended by WA Learns).
4. Increasing financial aid and retention support for workforce education students (Leads: Governor, Legislature, SBCTC; Recommended by WA Learns).
5. Increasing Adult Basic Skills and English as a Second Language instruction that is integrated with occupational skills training. (Lead: SBCTC; Recommended by WA Learns).
6. Improving coordination between workforce and economic development in key economic clusters (Leads: WTECB, Economic Development Commission, and CTED: Recommended in “The Next Washington”).
7. Expanding and sustaining skill panels (Lead: WTECB).
8. Expanding customized training for incumbent workers (Lead: SBCTC)
9. Expanding the availability of the Work Readiness Credential (Lead: WTECB).
10. Developing state and local agreements on service integration (Leads: WTECB, Employment Security, Workforce Development Councils).

What is ESD doing to help fill the supply/demand gap?

Help people get jobs

ESD helps employers fill job openings and provides job placement assistance to individuals (especially populations who are less successful on their own):

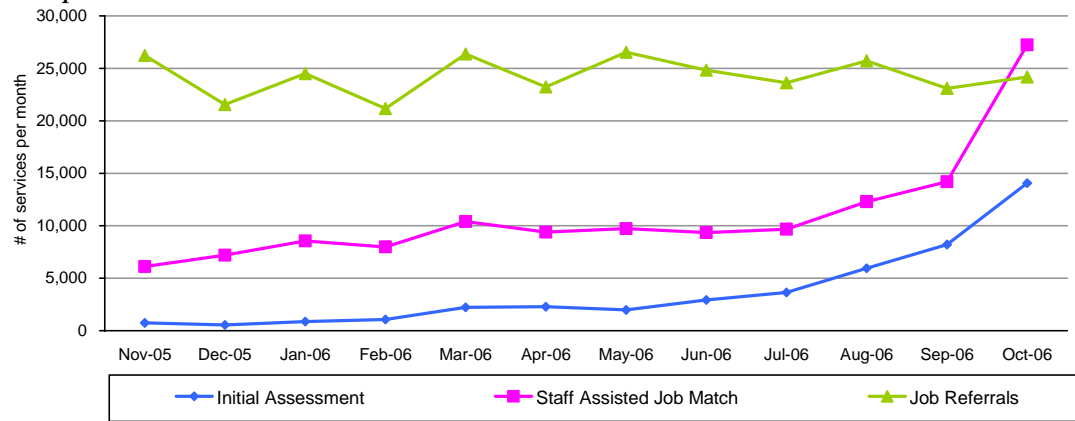
- ✓ Unemployment Insurance claimants
- ✓ Veterans
- ✓ WorkFirst recipients
- ✓ Other low income job seekers

Self-service resources

- ✓ Job listings on line
- ✓ Self-assessment tools
- ✓ Labor market information

ESD is replicating the successful Pierce County model across the state

The business model calls for a focus on eight key services with a special emphasis on Initial Assessments¹



Results: May '06 – Oct '06 (since statewide roll-out) compared to May '05 – Oct '05: In the latest six-month period, the department filled 17,212 of a total of 52,154 job openings (33%). In comparison, for the same time period last year, the department filled 15,429 of a total of 61,880 job openings listed (25%).

Challenges

- Reduced federal funding
- Balancing need for immediate job placement with workers' interest in long-term career progression
- Fully integrating workforce development systems

Next steps

- Continue replicating job-placement business model, emphasizing initial assessments
- Development of employability plans
- High quality job referrals and ↑ placements

Higher Education Coordinating Board

Strategies to close the workforce gap

High Demand Enrollment Funding

- High demand enrollment grants or direct allocations are used to increase the numbers of enrollments in selected programs. In many cases, although not all, the grant also covers higher costs programs where it would be difficult for the institutions to reallocate funds from lower demand, lower cost programs.
- High demand enrollment funding should be more predictable. Also, consider funding programs of significant need by employers, but without strong student demand, especially in teaching and “STEM” fields - science, technology, engineering and mathematics. Funding should include marketing and outreach strategies to stimulate student interest.

Program Approvals

- The HECB reviews and approves newly created baccalaureate programs and may recommend others for elimination. (In the past five years, the board approved 48 BA, 5 certificate, 33 MA and 17 Doctorate programs. In the past two years, 18 programs were renamed, 23 created new specializations and 46 programs were eliminated.) Currently, institutions are required to demonstrate employer need and student demand in relationship to the *State and Regional Needs Assessment*.

Student Financial Assistance

- The board also has made several recommendations for improving the state’s student financial aid programs, which are not detailed here.

Higher Education Coordinating Board

Public universities' high-demand degree targets for 2010-11

University	Annual Average over 5 academic years 1997-98 through 2001-02	Annual Average over 3 academic years 2002-03 through 2004-05	Universities' degree targets for 2010-11 academic year
UW Seattle	872	966	1250
UW Bothell	128	152	200
UW Tacoma	64	113	165
WSU system, including branches	524	654	700
Central Wash. University	47	42	50
Eastern Wash. University	240	337	440
Western Wash. University	183	347	380

High Demand Degrees

- The HECB defined "high demand" fields in its *State and Regional Needs Assessment* as **engineering, computer science, software engineering, architecture, and health-related professions**. Individual institutions determine which programs within these fields are counted.
- As part of the HECB's *Accountability Framework* (May 2006), institutions set targets for production of high demand degrees by 2010-11.
- The HECB will report on the institutions' progress toward their targets by January 1, 2007.